



Effect of Instructional Materials on Pupils' Academic Performance in Akoko South West Area of Ondo State

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ABSTRACT

This study examined the quality and adequacy of instructional materials in classrooms and how this has promoted academic performance of secondary students in Akoko South West Area of Ondo State. The study population consisted of all the secondary schools in Akoko South West Area of Ondo State. However, two schools were sampled based on a purposeful sampling technique. The study found that there is a positive relationship between Audio-visual Aids and Stimulation Devices and Pupils Academics Performance while the support for teachers in Akoko South West Area of Ondo State by the government has not been enough. The study recommends that schools (Public and Private) should include more Audio-Visual Aid in their curriculum to help their pupils assimilate well as it was seen in the analysis that Audio-Visual Aid showed a positive relationship with pupils' academic performance. The management of schools should on a two-month basis conduct the mandatory teachers training, by this, teachers trained with conventional learning approach will be have the opportunity and platform for self-development into the modern form of teaching.

Keywords: Instructional materials, academic performance, pupils' achievement, socio-economic status

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1 INTRODUCTION

Instructional materials serve as a channel between the teacher and the pupils in delivering instructions. They may also serve as the motivation on the teaching-learning process. They are employed to get the attention of the pupils and eliminate learning bottlenecks. Instructional materials are highly important for teaching; especially for inexperienced teachers. Teachers rely on instructional materials in every aspect of teaching. They need material for background information on the subject they teach (NTI, 2007).

Young teachers usually have not built upon their expertise whenever they enter into the field. Teachers often use instructional materials for lesson planning. These materials are also needed by the teachers to assess the knowledge of their pupils. Teachers often assess pupils by assigning tasks, creating projects, and administering exams. Instructional materials are essential for all of these activities (NTI, 2007).

Learning involves the acquisition of new knowledge, ideas, skills, values and experiences which enable the individual to modify and or alter his actions (NTI Manual, 2006). Learning is a gradual process and presenting any learning concept to learners must be done to appeal to pupils of varied interests and abilities, moving from the known to the unknown and encouraging active class participation. The teacher cannot be said to have achieved his instructional objectives until there is the desired change in the pupil's behaviour. Effective teaching and learning require a teacher to teach the pupils with instructional materials and use practical activities to make learning more vivid, logical, realistic and pragmatic (Akinleye, 2010). The teacher is therefore expected to use all within his/her reach to make the learner learn by using instructional materials.

Abdu-Raheem (2016) defines instructional materials as essential and significant tools needed for teaching and learning of school subjects to promote teachers efficiency and improve pupils' performance. This definition is in tandem with Isola (2010) which states that instructional materials are objects or devices that assist teachers to present their lessons logically and sequentially to the learners, while Abiodun-Oyebanji and Adu (2007) add that instructional materials are all things that are used to support, facilitate, influence or encourage acquisition of knowledge, competency and skills. In addition to these definitions one can add that instructional materials are those things that a teacher or the learner uses in the course of learning to make learning simple, easy to understand, retain and recall whenever it is necessary. As good and necessary as instructional materials are, Enaigbe (2009) observed that basic materials such as text books, chalkboard, and essential equipment like computer, projector, television and video are not readily available in schools.

Instructional materials can be divided into three major categories, namely, audio, visual, audio-visual and ICT (Information and Communication Technology). Audio instructional materials are those that appeal to the auditory senses such as radio, audio tapes, VCDs, DVDs and others. Visual instructional materials appeal to the sense of sight and they come in the form of pictures, prints, real objects (models) etc. Audio-visuals combine the auditory and visual senses to appeal to the learner and heighten interest such materials take the form of films, television, audio-visual tapes and CDs. ICT has delivered several packages that can aid teaching and learning to achieve desirable learning objectives. These packages are found in mobile devices like smart phones, personal computers, internet facilities and the likes. ICTs provide a lot of learning experiences to pupils with varied interest and capabilities. Pictorial illustrations help to connect and relate abstract concepts with objective visual realities for the pupils to understand and grasp more easily the ideas represented by the invisible abstract concept.

Projected visuals are able to convey information and specific experiences that are needed for the development of workable concepts. Films can modify motivations, interest, attitude and opinions. Relia (real objects) or three-dimensional models can be effective in teaching/learning as the pupil learns a great deal by examining and manipulating a model. Olumiran et al. (2010) noted that instructional materials have direct contact with the sense organs.

Stimulation devices help to make the learning environment interesting and engaging. As we move toward a more digital society, children are being exposed to technology and digital devices at a younger age. Video games and iPods are now what's exciting to students, so when they come to school they have little patience for lecture style teaching. Students are seeking constant excitement and simply have no tolerance for boredom. Stimulation devices are improving the quality of education in today's schools while also providing students with the sense of excitement they desire. Stimulation devices are becoming the norm in the classroom. As traditional classrooms with blackboard and chalk become a thing of the past, and smart classrooms become the norm, Stimulation devices like Clickers, Socrative, Kahoot, to mention a few growing are in popularity and advancement. Blackboards are being replaced with white and smart boards. TVs are being replaced with LCD projectors and screens. And educators are becoming more focused on students growing with technology and integrating it into the curriculum. Students are making podcasts, videos and even creating web quests. All of which are sound teaching aids to incorporate into the classroom.

Instructional materials have been observed as a powerful strategy to bring about effective teaching and learning. The importance of quality and adequate instructional materials in teaching and learning can occur through their effective utilization during classroom teaching. Instructional materials here include all the tools that the teachers can use to make the learning more interesting and memorable.'

One of the major problems facing education sector in Nigeria is the low level of the performance of primary school pupils in both local and standardized examinations. It has become a great concern for researchers, educators and all education stake-holders over the years. It was observed that pupils usually fail in examinations owing to improper teaching methods and lack of essential teaching aids for instructional delivery. (Afolabi, 2009). This study therefore deemed it necessary to look specifically into the contributions of instructional materials to academic achievement of primary school pupils in Social Studies.

In Nigeria, for example experience has shown that spoken words alone in the communication of ideas are grossly ineffective and inefficient in producing desired learning outcomes. Every year, when the results of public examination are released, there has always been mass failure. The reason for this could be ascribed to the fact that there are topics in all or some subjects that pose serious problem of comprehension to pupils. These topics cannot be taught affectively without the use of relevant instructional materials to make the learning practical. Another problem is the unavailability of these instructional materials in schools, therefore there is the need for improvisation. Many of the equipment used in teaching physics can be improvised (Aina, 2012).

Furthermore, many scholars had focused on the disaggregated parts of academics performance by using individual subjects instead of the overall performance.

In addition, it seems as if concentration has been on the primary schools and not the primary schools and analyzing the Early Childhood meaning, the primary school is a major sector to be considered

The broad objective of this study is to analyse the effect of instructional materials on pupils' academic performance in Akoko South West Area of Ondo State. The specific objectives are: to examine the relationship between the use of Audio-visual Aids and Pupils Academics Performance in Akoko South West Area of Ondo State, to evaluate the relationship between the use of Stimulation Devices and Pupils Academics Performance in Akoko South West Area of Ondo State, and to assess the challenges faced by teachers in assessing instructional materials in Akoko South West Area of Ondo State.

2 LITERATURE REVIEW

2.1 Conceptual Framework

Conceptual framework in this study is based on Bloom's (1982) model of evaluation because of its suitability in utilization and usage of instructional materials in the process of teaching and learning. It was useful in examining the interdependence of variables, teaching materials, teaching and learning process to pupil's performance as an outcome. The model consists of three items: Predictor variables, and Performance variable.

Figure 2.1. A Model for Explaining Role of Instructional Materials in pupil's Academic Performance



Source: Bloom 1982 Model

The model summarizes the idea contained in the model that if the predictor variables and mediating variables were of high quality, then teaching and learning process would produce high academic performance by examining the relationship between variables, availability and effective use of adequate and quality instructional materials in the process of teaching and learning for higher performance.

It is anticipated that if there were enough and quality instructional materials in the teaching transaction, and well utilization of those materials, they would contribute to quality teaching and pupil's high academic performance. It was also hoped that pupils would be more motivated to learn when they are exposed to quality instructional materials because their motivation would determine their success.

2.2 Theoretical Framework

2.2.1 Instructional Material Theories

Instructional material theories assume that there is a direct link between the materials that the teachers use, and the pupils learning outcomes. These outcomes include higher abilities to learn, quality strategies to learn and perform classroom activities and positive attitude towards learning. Further, these theories assume that instructional materials have the capacity to develop into pupils the highest order of intellectual skills as they illustrate clearly, step by step how to follow the rules/principles and elaborate on the concepts, all of which have positive impact on solving new problems by analyzing the situation and formulating a plan (Gagné et al. 2005).

According to Gagne et al, (2005) instructional material can be used to develop higher learning abilities to the learners through self-teaching or guided learning. This implies that the instructional materials mainly comprise "eliciting performance" and "providing feedback on performance correctness," in addition to "providing learning guidance" for guided discovery learning. Many of these ideas have capacity building undertones with themes of pupils' acquisition of critical thinking and problem-solving skills. However, the theory does not relate to whether or not pupils can think critically in what aspects or how they can solve a particular problem by themselves.

Similar ideas are held by Lev Vygotsky, a Russian psychologist who held a view that tools and signs, which are in a form of instructional materials, have the capacity to develop in pupil's higher level of thinking, which is important in problem-solving activities, however, since they are considered to be domain-specific.

2.2.2 Sociocultural Theory of Teaching, Learning, and Development

Sociocultural theory of teaching, learning and development is the second theory that framed this study. Largely inspired by the seminal works of Lev Vygotsky, this theory assumes that human minds do not develop by virtue of some predetermined cognitive structures that unfold as one matures. Rather, this theory posits that human's minds develop as a result of constant interactions with the social material world.

According to Vygotsky, human mind develop through interaction with materials in the learning process where people learn from each other and use their experiences to successfully make sense of the materials they interact with. These experiences are crystallized in 'cultural tools', and the learners have to master such tools in order to develop specific knowledge and skills in solving specific problems and, in the process, become competent in specific profession. In the classroom, these tools can be a picture, a model, or pattern of solving a problem. Most often however, such tools are combinations of elements of different orders, and human language is the multi-level tool par excellence, combining culturally evolved arrangements of meanings, sounds, melody, rules of communication, and so forth.

2.3 Empirical Review of Literature

Learning by using such tools is not something that simply helps the mind to develop. Rather, this kind of learning leads to new, more elaborated forms of mental functioning. For example, when children master such a complex cultural tool as human language, this results not only in their ability to talk but leads to completely new levels of thinking, self-regulation and mentality in general. It is the specific organization of this tool (e.g., the semantic, pragmatic and syntactic structures of language) that calls into being and in effect shapes and forms new facets of the child's mind. Importantly, cultural tools are not merely static 'things' but embodiments of certain ways of acting in human communities. In other words, they represent the functions and meanings of things, as discovered in cultural practices: they are "objects-that-can-be used- for-certain-purposes" in human societies. As such, they can be appropriated by a child only through acting upon and with them, that is, only in the course of actively reconstructing their meaning and function. And such reconstruction of cultural tools is initially possible only in the process of cooperating and interacting with other people who already possess the knowledge (i.e. the meaning) of a given cultural tool.

This short account is presented here to illustrate the fact that the sociocultural approach, unlike that of instructional materials by Gagne discussed above, not only allows for a synthesis of teaching, learning, and cognitive development; it actively calls for it. This theory implies that instructional materials lead to cognitive development because they mediate learners' thinking through the tools, and such mediation constitutes the very cornerstone of mental development.

Offorma in Usman and Adewumi (2006) stated that successful implementation of any curriculum is fully dependent on the quality and quantity of instructional materials available to teachers and pupils for use in schools. Instructional materials stimulate learner's interest; help both the teacher and the learner to overcome physical limitation during presentation of subject matter. Similarly, materials enrich learning and make it more pleasurable.

They are used as checks to the teachers' knowledge and means of transmission. Instructional materials also give the teacher the air of guidance, coordination, supervision and more time for correction, brighten the classroom and bring variety in the class lesson (Eya 2004).

Usman (2002) described instructional materials as information carrying technologies that can be used for instruction. Instructional materials have always held out in their different ways, the bright hope of delivery educational information and experiences widely, quickly, vividly with realism and immediacy that printed media could hardly achieve. A teacher for instant can explain and describe a pipette or burette but it is very hard to tell the students exactly what a pipette or burette looks like without

a picture for clarity. The picture of a pipette or burette is an instructional material that would help the students to understand the lesson.

Betiku (2000) explained that the term instructional material comprise all available and accessible, theoretical, practical and skill oriented resources, which facilitate the learning acquisition and evaluation of vocational technical skills. According to him they integrate all the devices that assist in transmitting the facts, skills, attitudes and knowledge to the learners within the instructional system and as may be applied in the word of work.

In turn triggers learning and promotes technology transfer. Ibe-Bassey (1988) confirms that when in the classroom a teacher presents a stimulus, he consciously intends to evoke a positive behaviour, if he uses a model the students will learn..

Obanya (2004) Observed that several studies carried out in some areas in Nigeria indicated that the results of senior secondary school certificate examinations were completely bad in nearly all subjects. This upholds the assertions of Ahmed (2003) that in most secondary schools in Nigeria, teaching and learning take place under a most uncondusive environment without access to essential materials.

Ibitoye (2001) believes that the improvisation of instructional materials will certainly lead to the utilization of such materials. This implies that accessibility of instructional materials tantamount to its utilization. Utilization of materials aids the achievement of the stated objectives which in turn gives the teacher a sense of satisfaction and fulfilment. It is therefore expected that the teacher does all that is within his reach to enrich the instructional environment as it concerns the utilization of instructional materials.

Eniayewu (2005) in his submission asserts that it is very important to use instructional aids for instructional delivery to make students acquire more knowledge and to promote academic standard. Resourceful and skilful teachers should improvise necessary instructional materials to promote academic standard in Nigerian schools (Abdu-Raheem and Oluwagbohunmi, 2015).

This calls for commitment on the part of teachers, they have to improvise where and when there is none available. Ibitoye (2001) expressed that no matter how generous and rich the educational authorities might be they are generally not always in a position to provide their schools with all they need. The best way for teachers to make use of their manipulative skills is to improvise so as to achieve their lesson objectives at least to a reasonable extent (Oso, 2011). Therefore schools and teachers should make instructional materials accessible by making the most of what they can get or construct from available materials.

Instructional materials have great value in education. In this era of science and technology, the government of Nigeria is advocating the use and easy access for computer instruction (Minister of Education 2014).

The ITC training i.e. instructional technology communication between teachers and students is for better development in science and technology. The modern and latest instructional aid in this 21st century is the use of instructional technology media such as making use of computer, television etc, which give access to other work and easy development.

Onwuakpa and Nweke (1998) were of the view that the teaching of science, technology and mathematics can be enriched when suitable teaching aids are appropriately made use of. Therefore every STM teacher should consider and prepare materials needed for any lessons to be taught to students. The use of New Media makes processing of science, technology and mathematics faster and easier and consequently makes learning more effective and sufficient (Okwo 1998).

On the use of computer by STM teachers, Daris (1997) was reported to have saved time with the use of computer in her mathematics class and at the same time lesson became more professional and student centered. The use of computer in modern teaching makes it faster because facts and contents are stored and recalled; it generates lots of advantages such as self confidence in the part of students and also improves teaching and learning.

According to Akude and Ofoefuma (1990) learners should embrace the use of resources to maximize learning. This would arouse student's interest and make education more productive and more meaningful. The use of teaching aids appeal to the sense and it stimulates learning and discovery. The use of teaching aids give way to different methods of teaching and learning such as project method, self-learning, discovery learning and others yet to be known. Teachers should therefore make use of teaching materials for impacting knowledge. Teaching without teaching materials would look like a dancer without listening to musical instrument.

Okpala (2010) reported that government indicated that efforts would be made, in providing some educational services such as counseling and educational resource centre amongst others and also maintained that teaching should be practical, exploratory and experimental in nature.

Murphy (2012) expressed that assessing education means that teachers have to use ICT resources to appeal to the interest of younger learners and attract their interest. The quality of education is determined by the quality of teachers and the societal needs and the future which requires creativity and problem solving skills (Okwo 2012). It becomes imperative that teachers need to be innovative and develop inquiry skills as well as apply modern and innovative strategies to meet not only the demands of future society but according to Eya (2006) it serves as a key challenge for the development of the future of education in Nigeria through ICT emergence.

Jegade et al. (1992) mentioned some factors that are responsible for student's general poor achievements in science, technology and mathematics as poor laboratory facilities, inadequate number of learning facilities in school as against consistent increase in the number of students.

According to Bassey (2002) science is resource-intensive. Onasanya and Adegbeya (2004) mentioned various kinds of model used in educational instruction such as mental model, theoretical model etc. concrete models are construct in the effort to understand the behavior of the physical world and in the summary of Onasanya and Adegbeya (2004) concrete models simplifies complex phenomena and also enhances students ability to communicate in science. Therefore models and charts also play the same role as concrete models in biology.

Onyejemezi (2002) noted that if the science teacher does not have the knowledge and manipulative skills of using instructional materials in teaching, learners will find learning difficult.

2.3.1 The Extent to Which Instructional Materials Affect Pupils Performance

In his study Adeogun (2001) revealed a strong positive link between instructional resources and academic performance. According to Adeogun (2001), schools that possess more instructional resources performed better than schools that have less instructional resources. This finding supported the study by Babayomi (1999) that private schools performed better than public schools because of the availability and adequacy of teaching and learning resources. Adeogun (2001) noted that there was a low level of instructional resources available in public schools and hence commented that public schools had acute shortages of both teaching and learning resources. He further commented that effective teaching and learning cannot occur in the classroom environment if essential instructional resources are not available.

Fuller and Clark (1994) suggested that the quality of instructional processes experienced by a learner determines quality of education. In their view they suggest that quality instructional materials should be created into the learner's quality learning experience. Mwiria (1995) also supports that pupil's performance is affected by the quality and quantity of teaching and learning resources. This implies that the schools that possess adequate teaching and learning materials such as textbooks, charts, pictures, real objects for pupils to see, hear and experiment with, stand a better chance of performing well in examination than poorly equipped ones.

A study by Chonjo (1994) on the physical facilities and teaching learning materials in Primary schools in Nigeria supports the above views. Chonjo interviewed teachers and pupils on the role of instructional materials on effective learning. From his study he learned that performance could be

attributed to adequate teaching and learning materials and equipment that are in a school. He recommended that in order to provide quality education the availability of sufficient quality facilities is very important. Chonjo's study was one of its kinds in Nigeria which directly linked the role of physical facilities with pupil's academic performance in primary schools.

However, Chonjo focused only on physical facilities, leaving out instructional materials. To me, physical facilities such as buildings including classrooms, chairs and desks are not enough to provide quality teaching and learning. Instructional materials are also necessary. The study done by Maundu (1987) agrees with my ideas that, in order for a school to have a good performance it must be well equipped with relevant and adequate text books and other teaching and learning resources.

2.3.2 Challenges Faced by Teachers in Accessing Instructional Materials

Teachers in community primary schools most especially in rural community schools face some challenges in accessing instructional materials. One of the big challenges that teachers in community primary schools face in accessing instructional materials is meagre funds provided by the government to community primary schools for purchasing instructional materials. Community primary schools depend to the large extent on the government for funding. Very little support is received from local government and communities around the schools most especially in rural areas due to poverty. The funds are provided in form of capitation grants. The capitation grant is aimed at improving the quality of education by making sure that sufficient teaching and learning material are found at school level. In particular, the capitation grant is meant to finance the purchase of textbooks and other teaching and learning materials as well as to fund repairs, administration materials, and examination expenses (Uwazi, 2010).

However, while the number of pupils who are enrolled in schools has been increasing each year, education capitation grant has been dropping.

According to Onche (2014), government's Policy towards efficient provision of these aspects of educational resources has not been encouraging and has always not been well planned, monitored, supervised and evaluated with rural schools as the back bench of implication of these policies.

Another challenge that teachers face is the lack of exposure and limited accessibility to modern instructional facilities. Most community primary schools especially in rural areas do not have access to information communication technology (ICT) which could alleviate shortage of instructional materials. As we are in a new millennium, there is an increased awareness of the need to use modern scientific approach in teaching and learning processes in our schools.

At present, there is a universal recognition of information and communication technology as a major force in the dissemination of knowledge (Aina, 2013). Majority of teachers who were trained early 1990's and backward do not have skills in the field of Information and Communication Technology. Where there are skilled teachers, other problems naturally include problem of installation, maintenance, operation, network administration and local technicians to service or repair these equipment's and the other facilities. In most of the rural primary schools, most of the facilities are non-existent, hence the traditional chalk and duster approach still dominates in primary school pedagogy (Obasi, 2008).

Poor salary is also another challenge that teachers face. Teachers like most civil servants in Nigeria are poorly paid. This becomes a hindrance for them to purchase their own teaching materials or acquisition of new ideas, skills and knowledge by failure in enrolling for further educational programmes including Information and Communication Technology (ICT). With this, the academic and intellectual capacities of teachers and learners are bound to be affected substantially during classroom interaction (Onche, 2014). Lack of sufficient skills and creativity may hinder teachers to improvise their own instructional materials.

Local governments and communities around community primary schools are supposed to provide resources most especially funds to these schools so that teachers can use them to access

instructional materials. But very often this is not the case due to number of reasons. Some local communities have very narrow tax base. Also the performance of local councils in the collection of their own revenue have been recorded very poor.

According to Galabawa (1993), there are few types of councils in Nigeria which can manage to collect government grants. Many local authorities however have found themselves unable to deal with such a rapid increase in expenditure and their budget deficit increase. Education is one of the sectors, which are mostly affected by this situation. Poverty is another reason, which may hinder members of the community in supporting teachers and schools financially so that they can access instructional materials.

According to Kimego (2011), Parents and communities participation differ from rural to urban communities and from one mode of economy to another. Parents who are involved in cash crops economy have economic ability to finance education compared to parents who are not involved in cash crop economy. For example pastoral communities such as ajowa have displayed poor financing strand for their children. Teachers who work in such areas have more challenges in accessing instructional materials.

Another challenge that teachers face in accessing instructional materials is lack of clear policy and monitoring mechanisms to ensure that enough funds are provided to community primary schools for purchasing instructional materials and also these funds are used for the intended purpose. As Onche (2014) comments, government's Policy towards efficient provision of these aspects of educational resources has not been encouraging and has always not been well planned, monitored, supervised and evaluated with rural schools as the back bench of implication of these policies.

2.3.3 Strategies to Minimize the Challenges of Attaining and Using Quality Instructional Materials

There are a number of strategies, which can be used in order to minimize the challenges of attaining and using quality instructional materials. According to studies done in different parts of the world including Africa, one of the strategies is improvisation of instructional materials. Eshiet (1996) states that improvisation involves sourcing, selection and deployment of relevant instructional materials into the teaching-learning focus in the absence or shortage of standard materials for a meaningful realization of specified educational goals and objectives.

According to studies done by Abodelraheem & Al-Rabane (2005), Udosen (2011) and Ibe-Bassey (2012) some creation of improvised media of low technological materials and resource-centered learning can enlarge the limited knowledge base of any course of study and enrich instruction to a guaranteed quality. It can also promote strategies that ensure the integration of technology in the teaching and learning process of basic science education and their findings are in agreement with the findings of Dodge (1997) who observed that using technologies like simulation devices open new horizons for individual learning tools, the environment resources and services.

The use of ICT can also minimize some of the challenges in accessing instructional materials. According to UNESCO (2004), the use and rapid spread of electronic communications has the capacity to affect the quality and efficiency of basic education throughout the world. The ease with which teachers and pupils can gather information over the Internet on virtually any topic has the potential to transform instructional content and pedagogical practice.

Moreover, courses developed by the best teachers in one country can be made available to pupils across many countries. Newer technology-based instructional strategies, incorporating the Internet and the World Wide Web (WWW), can therefore be used more to expand communication and increase access to resources. Tinio (2002), points out that ICT has potentials in increasing access and improving relevance and quality of education in developing countries. Tinio further states the potentials of ICT as follows: ICTs greatly facilitate the acquisition and absorption of knowledge, offering developing countries unprecedented opportunities to enhance educational systems.

2.4. Knowledge Gap

Most studies that look into the pupil's performance, do not attach it with inadequacy or lack of instructional materials. Although studies in Nigeria (see for example those of Enohuan (2015); Onasanya and Omosewo (2011) and Okendu (2012) etc) have lamented on poor performance in primary schools, they did not link this situation with inadequate quality instructional resources. These studies are clear that there is a problem in primary schools and this is directly linked to inadequate quality instructional materials and thus, it will contribute to the literature on quality education in Nigeria.

2.5. Gaps in Literature

This chapter presented the relevant literature for this study. The first part looked at theoretical literature. This is focused on two theories: Instructional material theories and sociocultural theory of teaching, learning, and development. The second part presented empirical literature that revolved around the three objectives developed in chapter 1. These included: the relationship between the use of Audio-visual Aids and Pupils Academics Performance in Akoko South West Area of Ondo State; the relationship between the use of Stimulation Devices and Pupils Academics Performance in Akoko South West Area of Ondo State; and the challenges faced by teachers in assessing instructional materials in Akoko South West Area of Ondo State. The last part presented conceptual framework that was developed by Stufflebean comprised of the context, input, process and output.

3 METHODOLOGY

The research design employed for this study are the Simple Questionnaire Survey and the Correlational Research Design. This allow us to explore the relationship between the adopted variables as stated in the research questions, using statistical analysis. The study was conducted in Akoko South West Area of Ondo State. In Akoko South West Area, there are social amenities like Basic Health Centre (BHC), Schools (both primary and secondary), Market, Electricity, Good Housing, Pipe-Borne Water, University, etc. Out of all the Public and Private Primary Schools having primary six (6) in Akoko South West Area of Ondo State, two (2) primary schools will be selected through a purposeful sampling method (i.e. one (1) from the Public Primary School, and one (1) from the Private Primary School). The Convenience Sampling Method was adopted to enable the population have an equal representation. This method has the advantage of not being biased.

The instrument used for data collection was a structural questionnaire which was drawn by the researcher. The questionnaire research instrument can be grouped as a primary source of data. The section A of the questionnaire seek information regarding the respondents demographic information, the section B asked some certain questions to be used to analyse the relationship between instructional materials and pupils academic performance and the section C, asks questions in order to know the challenges faced by teachers in assessing instructional materials in Akoko south west area of Ondo state. The questionnaire were personally administered to all the teachers teaching a primary 6 pupils in the two schools. The questionnaires were retrieved by hand and also, personal interviews were conducted with the teachers in the Public and Private Primary Schools having primary six (6) in Akoko South West Area of Ondo State by the researcher. The questionnaire were collected by hand immediately after responses have been provided. The collected data was analyzed using the Descriptive Table in order to identify each response, understanding predicting the behaviour reaction and desire of the study population which enabled the researcher to proffer answers to the research questions 1, 2 and 3.

4 DATA ANALYSIS AND DISCUSSION OF FINDINGS

Table 4.1. Audio-Visual Aids, Simulations Devices and Pupils Academics Performance

S/N	QUESTIONS	RESPONSE									
		STRONGLY AGREE		AGREE		NEUTRAL		DISAGREE		STRONGLY DISAGREE	
		F	%	F	%	F	%	F	%	F	%
1.	Are instructional materials used in your school?	5	50	3	30	2	20	0	0	0	0
2.	Is Audio-visual Aid used for pupils in your school?	5	50	0	0	2	20	3	30	0	0
3.	Are Stimulation Devices used for pupils in your school?	5	50	0	0	1	10	3	30	1	10

Source: Researcher's Survey, 2021

In Table 4.1 50% of the respondents agreed that are instructional materials used in their school, 30% Agreed, 20% were neutral, none disagreed and none disagreed; On the second question, 50% of the respondents agreed that Audio-visual Aid is used for pupils in their school, none Agreed, 20% were neutral, 30% disagreed and none disagreed and on the third question, 50% of the respondents agreed that Stimulation Devices are used for pupils in their school, none Agreed, 10% was neutral, 30% disagreed and 10% disagreed. This shows that majority of the respondents consented that instructional materials are used for teaching in their schools, this majority are the private school teachers.

Table 4.2. Challenges Faced by Teachers in Assessing Instructional Materials in Akoko South West Area of Ondo State

S/n	Questions	FREQUENCY		PERCENTAGE	
		YES	NO	YES%	NO%
1.	Are the government to supporting your school as regards purchasing of instructional materials?	4	6	40	60
2.	Are there any support received from local government and communities around the school?	7	3	70	30
3.	Has the management of the school provided educational resources which are well planned, monitored?	8	2	80	20
4.	Lack of exposure and limited accessibility to modern instructional facilities is one of the challenges faced by teachers?	7	3	70	30
5.	Majority of teachers who were trained early 1990's and backward do not have skills in the field of Information and Communication Technology. Where there are skilled teachers, other problems naturally include problem of installation, maintenance, operation, network administration and local technicians to service or repair these equipment's and the other facilities, do you agree with this?	9	1	90	10
6.	Poor salary is also another challenge that teachers face. Teachers like most civil servants in Nigeria are poorly paid. This becomes a hindrance for them to purchase their own teaching materials or acquisition of new ideas, skills and knowledge by failure in enrolling for further educational programmes including Information and Communication Technology (ICT). Do you agree with this?	9	1	90	10
7.	Lack of sufficient skills and creativity may hinder teachers to improvise their own instructional materials. Do you agree with this?	8	2	80	20
8.	Another challenge that teachers face in accessing instructional materials is lack of clear policy and monitoring mechanisms to ensure that enough funds are provided to community primary schools for purchasing instructional materials and also these funds are used for the intended purpose. Do you agree with this?	6	4	60	40

Source: Researcher's Survey, 2021

Table 4.2 shows that 40% out of the total respondents consented that the government is supporting their school as regards purchasing of instructional materials while 60% did not consent. On the question if the schools receive any support from the local government and communities around the school, 70% respondents said yes while 30% said no. When asked if the management of the school

provided educational resources which are well planned, monitored to the schools, 80% of the total respondents said yes while 20% said no. When asked if lack of exposure and limited accessibility to modern instructional facilities is one of the challenges faced by teachers, 70% said yes while the remaining 30% replied no. When asked if the majority of teachers who were trained early 1990's and backward do not have skills in the field of Information and Communication Technology, and where there are skilled teachers, other problems naturally include problem of installation, maintenance, operation, network administration and local technicians to service or repair these equipment's and the other facilities, 90% out of the total respondents consented that is true while 10% disagreed. When asked if poor salary is also another challenge that teachers face. Teachers like most civil servants in Nigeria are poorly paid. This becomes a hindrance for them to purchase their own teaching materials or acquisition of new ideas, skills and knowledge by failure in enrolling for further educational programmes including Information and Communication Technology (ICT), 90% consented it is true while 10% disagreed. Another question asked is the lack of sufficient skills and creativity if it may hinder teachers to improvise their own instructional materials, 80% said yes while 20% did not believe. 60% out of the total respondents believed that another challenge that teachers face in accessing instructional materials is lack of clear policy and monitoring mechanisms to ensure that enough funds are provided to community primary schools for purchasing instructional materials and also these funds are used for the intended purpose while 40% did not believe.

The result shows that government not supporting schools as regards purchasing of instructional materials by the government, no form of support received from local government and communities around the school, the management of the school not providing educational resources which are well planned, monitored, lack of exposure and limited accessibility to modern instructional facilities, lack of skills in the field of Information and Communication Technology by teachers, poor salary scheme from the government, lack of sufficient skills and creativity by the teachers and lack of clear policy and monitoring mechanisms to ensure that enough funds are provided to community primary schools for purchasing instructional materials are the challenges faced by teachers in assessing Instructional Materials in Akoko South West Area of Ondo State as can be seen in the result where yes has the highest percentage (%) (60%, 70%, 80%, 70%, 90%, 90%, 80%, 60% respectively out of 100%)

Table 4.3. The Public and Private School Term Results and Aggregate

Public School				Private School			
Term	Sub Score	No of Pupil	%	Term	Sub Score	No of Pupil	%
First Term	1250	20	100	First Term	1545	20	100
Second Term	1115	20	100	Second Term	1631	20	100
Third Term	1432	20	100	Third Term	1856	20	100
Aggregate Score	3797				5032		

Source: Researcher's Computation, 2021

In Table 4.3, the first term aggregate score for the public school is 1250 while for the Private School is 1545; in second term, we can see that for the Public School, aggregate score is 1115 while for the Private School is 1631 and in the third term, we can see that for the Public School, aggregate score is 1432 while for the Private School is 1856. This shows that the aggregate score of the private school has the highest Score of 5032 as compared to the public school who has 3797 in the aggregate score.

Table 4.4. Test of Hypothesis 1: Relationship between Audio-Visual Aids and Pupils Academics Performance

Category	Observed (O _i)	Expected (E _i)	O _i – E _i	(O _i – E _i) ²	$\frac{(O_i - E_i)^2}{E_i}$
SA	5	2	3	9	4.5
A	0	2	-2	4	2
N	2	2	0	0	0
D	3	2	1	1	0.5
SD	0	2	-2	4	2
Σ	10	10	0	18	9

Source: Researcher’s design, computation and analysis, 2021

Note: Level of significance: 1%, Degree of Freedom: 0.05

Chi-square formulae: $X^2 = \frac{\Sigma(O_i - E_i)^2}{E_i}$

Table 4.4 test the relationship between Audio-Visual Aids and Pupils Academics Performance. The computed value is 9 while the tabulated value (alpha) is 2.488 which means that the computed value is greater than the tabulated value (alpha). The study rejects the null hypothesis confirming a positive relationship between Stimulation Devices and Pupils’ Academic Performance in Akoko South West Area of Ondo State.

Table 4.5. Test of Hypothesis 2 - Relationship between Stimulation Devices and Pupils Academics Performance

Category	Observed (O _i)	Expected (E _i)	O _i – E _i	(O _i – E _i) ²	$\frac{(O_i - E_i)^2}{E_i}$
SA	5	2	3	9	4.5
A	0	2	-2	4	2
N	1	2	-1	1	0.5
D	3	2	1	1	0.5
SD	1	2	-1	1	0.5
Σ	10	10	0	16	8

Source: Researcher’s design, computation and analysis, 2021

Note: Level of significance: 1%, Degree of Freedom: 0.05

Chi-square formulae: $X^2 = \frac{\Sigma(O_i - E_i)^2}{E_i}$

Table 4.5 submits the relationship between Stimulation Devices and Pupils Academics Performance. The computed value is 8 while the tabulated value (alpha) is 2.488 which means that the computed value is greater than the tabulated value (alpha). The study rejects the null hypothesis confirming a positive relationship between Stimulation Devices and Pupils’ Academic Performance in Akoko South West Area of Ondo State.

4.2 Discussion of Findings

The study analyzed the effect of instructional materials on pupils' academic performance in Akoko South West Area of Ondo State using the frequency, percentage table and Chi-Square analysis tool. The study made use of responses gotten from the administered questionnaire.

The primary data which is the questionnaire was validated, corrected and adjusted to suite the research objectives of the study before they were administered.

The result for the first research question indicates that there is a positive relationship between Audio-visual Aids and Pupils' Academic Performance in Akoko South West Area of Ondo State. The result for the second research question indicate that there is a relationship between Stimulation Devices and Pupils Academics Performance in Akoko South West Area of Ondo State while the third research question shows that the support for teachers in Akoko South West Area of Ondo State by the government has not been enough.

5. CONCLUSION AND RECOMMENDATIONS

This study examined the effect of instructional materials on pupils' academic performance in Akoko South West Area of Ondo State. With this study, it is now known that there is a relationship between Audio-visual Aids and Pupils Academics Performance in Akoko South West Area of Ondo State which is positive; an increase in the use of Audio-visual Aids will drive a positive increase in pupils' performance.

Secondly, there is a positive relationship between Stimulation Devices and Pupils Academics Performance in Akoko South West Area of Ondo State which is positive; an increase in the use of Audio-visual Aids will drive a positive increase in pupil's performance.

Lastly, the study further concludes that the support for teachers in Akoko South West Area of Ondo State by the government has not been enough.

5.1. RECOMMENDATIONS

Based on our findings, the following recommendations were presented:

- i. Schools (Public and Private) should include more Audio-Visual Aid in their curriculum to help their pupils assimilate well and fluently as it was seen in the analysis where Audio-Visual Aid showed a relationship with pupils' academic performance.
- ii. Schools (Public and Private) should include more Stimulation Devices in their curriculum to help their pupils assimilate well and fluently as it was seen in the analysis where Audio-Visual Aid showed a relationship with pupils' academic performance.
- iii. Government should budget more funds to support further education as it was seen that funds has not been enough to purchase instructional materials in the public school.
- iv. The management of schools should on a two- month basis conduct the mandatory teachers training, by this, we believe that the gap between teachers trained with archaic method will be have the opportunity and platform for self-upgrade into the modern form of teaching.

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